DOCUMENT RESUME

ED 272 016 FL 015 878

AUTHOR Casellas de Kelly, Maria del Rosario
TITLE Spanish for Professionals.
PUB DATE May 85
NOTE 23p.; In: Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions (4th, Dearborn, MI, May 2-4, 1985); see FL 015 835.
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS College Second Language Programs; Enrollment Trends; *Financial Support; Higher Education; *Languages for Special Purposes; Organizational Development; Problem Solving; *Professional Occupations; *Program Development; Public Relations; Second Language Instruction; *Spanish
IDENTIFIERS University of New Mexico

ABSTRACT

A University of New Mexico program in Spanish for professionals began in 1981 as a Spanish and Portuguese program to provide language training for personnel in health care, business, law, and education. The program encountered early problems of uneven enrollments, funding difficulties, and some lack of interest from the campus professional schools until the Department of Modern and Classical Languages indicated willingness to integrate courses into department operations and further liaison with the Division of Continuing Education and Community Services was established. Early results of this effort were intermediate classes for business, law, and medical professionals, to which were soon added introductory classes. These classes attracted teachers needing recertification. When enrollments had begun to stabilize, organizational and publicity problems threatened the program. Restructuring of program aspects such as faculty payment schedules, class locations, information dissemination, and contacts with the public school system solved many problems. Enrollments increased, a new curriculum for educators was developed, and a summer institute for Spanish teachers was inaugurated. A regional survey was undertaken to determine other educational needs and provide a basis for further program development. Reproductions of the university catalog pages relating to the program, course descriptions, flyers, and news releases are appended.(MSE)

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SPANISH FOR PROFESSIONALS

By

María del Rosario Casellas de Kelly

Language Outreach Coordinator

Latin American Institute

The University of New Mexico

Albuquerque, New Mexico

U.S. DEPARTMENT OF EDUCATION
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SPANISH FOR PROFESSIONALS

by
María del Rosario Casellas de Kelly M.A
Language Outreach Coordinator
Latin American Institute
The University of New Mexico

May, 1985

I would like to give you an introduction to the area of the United States where I come from. The University of New Mexico is located in Albuquerque. This pretty city, the largest in the State of New Mexico, has a population of approximately 450,000 and a high percentage of monolingual Spanish speaking population. The State of New Mexico is situated next to the Mexican border, therefore, trading, travel, tourism, educational exchanges, sister city programs and communications in general with our Southern neighbor are carried out intensively and have primary importance for our state.

Better communication networks have made the world smaller, increasing the needs for trade, technological exchanges and exploitation of resources; activities that imply knowledge of foreign languages. Modern communications and exchanges cannot take place and be effective without the ability to communicate properly and individuals who do know a foreign language are increasingly becoming a welcome asset in the marketplace.

All these considerations played a significant role when the Latin American Institute decided to develop Spanish for Professionals in 1981. Then and now, the purpose of the program is to respond to community needs for bilingual personnel in the fields of health care, law, business and education. We want Spanish for Professionals to be a workable alternative to traditional language courses, where the student will be able to find

the necessary tools to enable him/her to communicate effectively with Spanish speakers in New Mexico and abroad.

The most important consideration for a program of this type is to keep in mind that the needs of a professional are totally different from those of a regualr college student. The individual, already participating in the work force, must have courses fitted to his/her schedule. Course requirements are planned in such a way to make the program attractive to individuals who need a foreign language, but find it very difficult to attend traditional language courses, which are offered during working hours. Even if regular language courses are offered in the late afternnon or evening, they are not designed for the working professional, who is not particularly interested on interminable drilling, conjugating verbs or on emphasis on written work, but who mainly needs to learn the communicative aspects of the language.

When the program first appeared in the Fall Semester of 1981, it was entitled Spanish and Portuguese for Professionals and consisted of ten Spanish classes: three sections for medical personnel, two sections for lawyers, two business sections; commercial correspondance, law enforcement and public administration with one section each. There was also one class of Portuguese for Business, that was offered only then. (Appendix 1)

The initial response to the program was unevenly divided among the courses. The medical class generated the highest interest coming mainly from area hospitals. The School of Nursing at the University of New Mexico expressed interest in granting elective nursing credit for this course once their faculty and curriculum became well established. This joint effort is still on the planning table.

During the early stages of development, funding for the program was the main concern. Money was provided in part by the Latin American Institute under the language outreach category of its federal designation as a National Resource Center in Area Studies, that is under Title VI Federal Higher Education Act. These funds were allocated by the federal government with the understanding that theywould be used for planning, community outreach and implementation of innovative programs in language and literature. But these fund were not enough. If they were used without a suplementary income from other sources, the program could only be offered on alternate semesters and not through the academic year, making it impossible to establish a firm foundation among the professional community in the area. Therefore, other sources of funding had to be actively sought, mainly co-sharing costs with interested departments: the Schools of Business, Law, Medicine, and the Department of Modern and Classical Languages.

The only positive response, at that point, came from the Department of Modern and Classical Languages which was willing to provide instructors for courses which the Institute was unable to fund. This arrangement would benefit them in terms of undergraduate enrollment, qualifying the department to receive more teaching assistanships from the College of Arts and Sciences. The increment of teaching assistanships at the undergraduate levels would increase enrollment on graduate courses. In other words, this department was willing to absorb any components of the program which prove to be successful.

The following semester, Spring 1982, the Language Department funded one teaching assistant for the medical class. The budget for the 1982-1983

academic year, including the Department of Modern and Classical Languages' share, was $9,600 out of which $6,770 went to pay the salaries of six instructors;$3,000 for the coordinator's salary who was working only one quarter time and the total sum spent came to $9,770, without including expenses for class materials or publicity. The program was in the red just spending on bare essentials such as teachers and a supervisor.

In the 1982 Spring Semester our program showed an enrollment of 102 students. One should bear in mind that these were students who would not ordinarily enroll in Spanish courses, hence, we were being successful in reaching a previously untapped population in spite of our meager resources. In addition, if one multiplies three credit hours by 102 students, in only one semester 306 credit hours were added to the previous number of Spanish credit classes. If the enrollments for the Fall Semester 1982 were comparble to those in the Spring, it was assumed that 135 additional credit hours would be generated as a direct result of this program. Plans were in progress to integrate Spanish for Professionals into the curriculum of the Department of Modern and Classical Languages. Whenever possible teaching assistants would teach the classes and resposibilities for coordination and for teaching practicum would rest with the Latin American Institute,

The goals were to mantain enrollment at 10-15 students per section in courses currently offered and to expand the offerings to include other professional areas such as education, city and state employees, Efforts were also under way to integrate Spanish for Public Administrators with a general Masters degree in that department as well as, Spanish for Medical Personnel as a part of the School of Nursing curriculum. Both courses would have been offered as electives.

The reasoning behind these liasons with professional schools on campus was sound regarding co-sharing costs, but many departments perceived these courses as too vocational and were hesitant to take the step of integrating them into their regular curricula. These plans failed and different approaches had to be found and developed in order to keep the prgram alive and in good standings.

On the one hand, the main reason for developing these non-traditional courses was to meet community needs for trained bilingual personnel. Therefore integrating these classes into the professional schools within the university meant a defeat of the primary objectives of the program, because enrollments would come from regular college students and not from the community we were seeking to serve.

Budget was still the main concern. Since the purpose was to offer a high quality program; salaries dor instructors should be attractive enough to draw professional and experienced teachers into the team and to retain them. The pay per semester course is $1,400, the highest offered to part-time faculty at the University of New Mexico.

At this point the Latin American Institute decided to contact the Division of Continuing Education and Community Services at the University of New Mexico, in order to announce our courses in their catalog which is distributed city wide by the local paper, use their community contacts and their publicity resources.

Arrangements with Continuing Education covered co-sharing in salaries for instru ctors. The Division would pay $975.00 per 3 hour credit course with enrollment of 15; 16 or more students would raise the amount paid per course to $1,200. For fewer students (10) the pay would go down to $690.00 and the Latin American Institute would pay the difference. These

arrangements would allow the Institute to offer the program throughout the academic year. Spanish for Professionals courses should have full enrollments in order to make the arrangement worthwhile. Students would pay regular university tuition of $32.00 per credit hour, including non-residents. These classes would count for UNM's elective credit.

Spanish for Professionals started with business, law and medical classes carrying 277 and 278 numbers. They are taught at the intermediate level for students with prior knowledge of the language; therefore, excluding potential students who had never had language training, but needed it on their jobs. Such students represented an untapped sector of the community, as well as, a sound possibility not only to increase enrollments, but also to enable us to expand the program upon real basis.

For the Spring Semester 1983, a couple of new courses were added to the program. These classes carried a 120 number and were designed for beginners with no prior language training. These courses are feeders for the intermediate classes and will assure a steady enrollment. Since 120 courses count for teacher recertification credit for the State Education Department, they will attract teachers form the Albuquerque Public Schools System (APS) into the program.

Communication is the main emphasis in these courses, together with basic grammatical patterns to enable the student to communicate with others in specific settings from the start. The teaching of meaningful professional terminology will provide the students with the necessary tools to achieve effective communication with Spanish speakers.

As of January 1983, enrollments were high enough to warrant the opening of a third section of Spanish 120. There were 15, 20 and 21 students respectively and 277 and 278 courses also showed full enrollments.

As projected the bulk of the enrollment for the beginning classes came from APS; but also attending were federal and state employees, travel agents, banking and insurance personnel. Finally the program was reaching the community.

As the semester was coming to a close, students of the 120 sections asked for a follow-up course with conversational emphasis before entering the specialized classes, and Spanish 207 Workshop in Intermediate Conversational Spanish was born. Since then Spanish 120 and 207 have become permanent features in the Spanish for Professionals program. Appendix 2)

Enrollments for the Fall Semester 1984 were steady, although organizational problems with the Division of Continuing Education were surfacing and were also threatening the existence of the program. According to the arrangements between the Latin American Institute and the Division of Continuing Education, the latter will provide classrooms, separate inserts for the program in their catalog and flyers announcing the courses for general distribution.

It turned out that the separate inserts were not done, and our courses were placed in an obscured section of the Catalog (Appendix 3) The flyers were not only late, but blurry and containing wrong and confusing information. (Appendix 4) Classrooms were located on campus which always has a cronic parking problem. As if all these difficulties were not enough, the instructors were getting their first pay check a week after mid-term, causing a great deal of discouragement and dissatisfaction. On the other hand our enrollments were declining, because prospective students were turned off by the parking situation on campus and by the misinformation of the publicity.

When I was appointed as program coordinator on July, 1984 I was confronted with this state of affairs. At that time there was a series of problems beyond my control and these problems were causing me an enormous amount of frustration, in particular when I checked the enrollments for the Fall Semester 1984. Only four courses survived with one section each: Spanish 120, Spanish 207, Spanish 277 (Business) and Spanish 278 (Medical)

Something had to be done and fast. Restructuring the program became my first priority. The salary problem had to be addressed and solved at once if I wanted to retain the instructors. I proposed that the Latin American Institute pay the first half of our share and have the Division of Continuing Education pay the second and refund us for any extra amount paid. In this manner, instructors would receive their first payment within four weeks instead of 11 or 12. This proposal was approved as were other meassures taken in order to regain direct management of the program. My additional suggestions were as follows: to reserve our own classrooms by contacting APS and use their locations for the late afternoon classes, thus, avoiding the parking situation on campus. I also proposed to write our own publicity, news releases and to design new flyers for general mailing and distribution. (Appendix 5) Another suggestion that proved to be very valuable was to establish contacts with APS, which is one of the largest educational systems in the nation and also one with a high percentage of monolingual -Spanish speaking population. For this reason administrators, counselors, nurses , teachers and staff at APS needed specialized language instruction to up-grade their communicative skills to better serve parents and students. These contacts have produced the following results:

a) The development of curriculum for Spanish for Educators, a new course for the Spanish for Professionals block,

b) a Summer Institute for APS Spanish teachers with courses in methodology, curriculum development and language instruction. Spanish for Educators will cover the language component of the Summer Institute and will be offered for four hour daily and for four weeks using a team-teaching approach with two instructors.

Spanish for Educators will make its debut this Summer and depending upon student's response, field experimentation and other combined factors, this course will be added to our regular offerings and taught during the academic year on a regular basis.

These liasons with APS have already produced a substantial increase in enrollments. This semester Spanish for Professionals has two full sections of beginners, one full section of intermediate, 15 students in the business class and 12 in the Medical. For the first time in the short existence of this program, two instructors qualified to receive the top salary of $1,200 from the Division of Continuing Education, which means that the Latin American Institute will pay only $200.00 for each one of these classes, this represents considerable savings in our budget, money that could be employed in improving publicity.

In order to reach the highest possible number of business involved in international trade within the Albuquerque area, a questionnaire was developed to find out the real needs for a foreign language and, secondly I hope this questionnaire will help me to improve promotion, to increase interest and enrollments for the program. (Appendix 6) As soon as the responses arrive and the results are tallied I will be able to tailor appropriate course contents to fulfill the needs of this very

important sector of our state's economy. Another direct result of this survey will be the possibility of increasing the number of regular course offerings, as well as, to develop new ones. Once real needs are identified the design and planning of courses and their objectives will have a realistic base.

Non-traditional language programs such as Spanish for Professionals are significant and meaninful because they fill a void not covered by traditional language courses; they extend university services to a wider sector of the population, besides increasing the number of credit hours in the language curriculum, and not to speak of the additional income received as a direct result of this program.

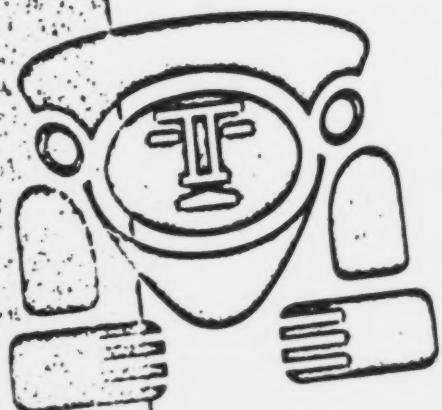
Although the difficulties are many, as we have seen, the future of these non-traditional programs is bright because the need for them is very real. In order to overcome the many obstacles the straightest road to follow is that of aggressive publicity together with high quality teaching. These means will effectively reach the highest possible number of professionals who do need to learn a foreign language. Publicity helps the program to acquire visibility in the community and by offering high quality courses, the program slowly gains a solid reputation.

It is my firm belief that programs such as Spanish for Professionals are a good resource to promote public relations and communications between the University of New Mexico, the business community and the general population of the state that supports higher education through their taxes.

Thank you for your attention.

Question and answer period.

APPENDIX I



Spanish and Portuguese for professionals

Late afternoon and evening classes in beginning Spanish and Portuguese

Sponsored by the UNM Latin American Institute
in conjunction with
the UNM Department of Modern and Classical Languages

APPENDIX 1

Spanish and Portuguese for professionals

Spanish and Portuguese for Professionals is a series of courses in beginning Spanish and Portuguese created to meet the growing need for bilingual personnel in such professional fields as health care, law, journalism, law enforcement, and business.

The program is designed to help those currently involved in these fields, as well as those preparing for careers, to communicate effectively with Spanish and Portuguese speakers both here and abroad.

The courses are taught by qualified instructors from the UNM Latin American Institute and the UNM Department of Modern and Classical Languages. Each course carries three hours of UNM credit.

SPANISH

277 002	Lawyers	M-W	6:00-7:15
277 003	Medical Personnel	M-W-F	1:00-1:50
277 004	Business	To be Arranged	
277 005	Commercial Correspondence	T-T	6:00-7:15
277-006	Medical	T-T	5:30-6:45
278-003	Lawyers	T-T	6:00-7:15
278-004	Law Enforcement	M-W	6:00-7:15
278 005	Business	M-W	7:00-8:15
278 006	Medical	T-T	5:30-6:45
~~551 020~~	Public Administrators	M-W	6:30-7:45

PORTUGUESE

301 002	Business	M-W-F	12:00-12:50

Program Director: Jon M. Tolman, Associate Director for Academic Affairs, Latin American Institute

Program Coordinator: Karen Ruffing

For further information contact:
Latin American Institute
801 Yale NE
The University of New Mexico
Albuquerque, NM 87131
Tel. 277-2961

APPENDIX 2

Spanish for professionals

Following are Spanish courses offered for Spring semester 1984 which have been created to meet the need for bilingual personnel in such professional fields as law and health care. These courses are designed to help those currently involved in such fields, as well as those preparing for such careers, to communicate effectively with Spanish speakers.

These courses are offered by the Division of Continuing Education and Community Services in cooperation with the UNM Latin American Institute and the sponsoring department. They are taught by qualified instructors from the Institute and the UNM Department of Modern and Classical Languages. Each course carries three hours of undergraduate credit.

Spring semester begins January 16, 1984, and ends May 11, 1984. Tuition is $32.25 per credit hour for resident and part-time students. Students may register at UNM Continuing Education or at Bandelier East Registration Center. For further information on course content, please contact the Latin American Institute at 277-2961. For further registration information, please contact UNM Continuing Education, Resident Extension, 277-2931.

SPAN 120-400 WORKSHOP IN CONVERSATIONAL SPANISH, 03 cr. hrs. Meets Mondays and Wednesdays, 4:30-5:45 pm, Albuquerque High School. Designed for students with no prior background in Spanish. May not be used to satisfy language requirements.

SPAN 120-401 WORKSHOP IN CONVERSATIONAL SPANISH, 03 cr. hrs. Meets Tuesdays and Thursdays, 4:00-5:15 pm, Albuquerque High School. Description as above, with special emphasis for classroom teachers.

SPAN 207-400 CONVERSATIONAL SPANISH, 03 cr. hrs. Meets Mondays and Wednesdays, 4:30-5:45 pm, Albuquerque High School. A continuation of Spanish 120. Also open to newcomers with some prior beginning level coursework in Spanish. For the intermediate level student.

SPAN 278-400 SPANISH FOR PROFESSIONALS (LEGAL), 03 cr. hrs. Meets Tuesdays and Thursdays, 6:00-7:15 pm, UNM Law School Room 2403. Intermediate level course designed to help students develop a working vocabulary related to immigration, civil and criminal law. The main objective of this course is to develop the necessary skills to interview clients and to translate and interpret legal documents.

SPAN 278-401 SPANISH FOR PROFESSIONALS (MEDICAL), 03 cr. hrs. Meets Mondays and Wednesdays, 6:30-7:45 pm, Mitchell Hall 206. Intermediate level course designed to develop conversational skills, taking health histories, performing physical examinations, understanding and using basic medical vocabulary based on specialties and preferences of class participants.

H ED 293-401, T/STRESS MANAGEMENT FOR STUDENTS
01 cr. hr. Meets W, 4:30-6:15pm, Ortega 219, MARCH 18-MAY 10 ONLY.
A special interest topics course dealing with relief of the stress of college life. Undergraduate credit only.

H ED 493-401, T/HEALTH PROMOTION STRATEGIES FOR THE WORKPLACE
03 cr. hrs. Meets S, 9-12 noon, Ortega 107.
A special interest topics course designed to examine several health promotion strategies for the adult population. Programs include exercise, stress management, nutrition, weight control, smoking cessation, hypertension control, traffic safety, etc. Undergraduate or graduate credit.

H ED 493-402, T/STRESS MANAGEMENT
03 cr. hrs. Meets T, 6:30-9:15pm, Ortega 123.
A special interest topics course designed to help cope with the stress of everyday life. Undergraduate or graduate credit.

H ED 493-403, T/WELLNESS A WAY OF LIFE
01 cr. hr. Meets T, 6:30-9:15pm, Marron Hall 116, MARCH 16-APRIL 23 ONLY.
Participants will learn the five components of wellness (self-responsibility, fitness, nutrition, stress management and environmental sensitivity) as they pertain to daily lifestyle choices regarding personal health. Undergraduate or graduate credit.

JOURN 332-400, WRITING THE MAGAZINE ARTICLE
03 cr. hrs. Meets W, 6:30-9:15pm, Marron Hall 116.
How to write and sell fiction and non-fiction to magazines today. PREREQUISITE: permission of instructor. Undergraduate credit only.

PE 124-400 (M)/124-401 (W), BALLROOM DANCE
01 cr. hr. Meets T and TH, 5:15-6:30pm, SUB Basement.
Instruction in the basic movements of the fox trot, waltz, lindy, rhumba, tango, and cha-cha. Undergraduate credit only.

P E 125-400 (M)/125-401 (W), INTERMEDIATE BALLROOM DANCE
01 cr. hr. Meets T and TH, 6:45-8pm, SUB Basement.
Instruction dependent upon experience of students in basic movements of all segments of ballroom dance. Undergraduate credit only.

P E 185-400, BICYCLING
01 cr. hr. Meets W, 3-4:30pm, Carlisle Gym 115.
Instruction in bicycle maintenance, safety, speed trail riding and touring; includes speed trials and tours of various distances. Undergraduate credit only.

P E 193-400, T/ADVANCED BALLROOM DANCE
01 cr. hr. Meets T and TH, 8-9:15pm, SUB Basement.
Undergraduate credit only.

P E 193-401, T/INTERMEDIATE KARATE
01 cr. hr. Meets M, W, F, 6-7pm, Carlisle Gym Arena.
Undergraduate credit only.

P E 193-402, T/BEGINNING COUNTRY WESTERN DANCE
01 cr. hr. Meets M and W, 4-5pm, SUB Basement, MARCH 18-MAY 10 ONLY.
Undergraduate credit only.

P E 193-403, T/INTERMEDIATE COUNTRY WESTERN DANCE
01 cr. hrs. Meets M and W, 5-6:15pm, SUB Basement, JANUARY 14-MARCH 8 ONLY.
Undergraduate credit only.

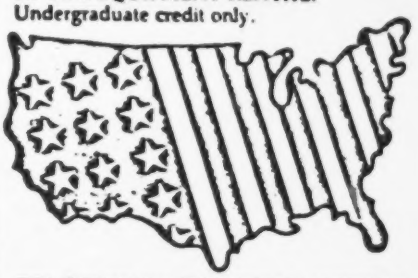
P E 193-404, T/BEGINNING COUNTRY WESTERN DANCE
01 cr. hrs. Meets M and W, 5-6:15pm, SUB Basement, JANUARY 14-MARCH 8 ONLY.
Undergraduate credit only.

P E 193-405, T/INTERMEDIATE COUNTRY WESTERN DANCE
01 cr. hr. Meets M and W, 5-6:15pm, SUB Basement, MARCH 18-MAY 10 ONLY.
Undergraduate credit only.

P E 193-406, T/WINDSURFING-INTERMEDIATE
02 cr. hrs. Meets W, 3-4pm, Carlisle Gym 101, PLUS ARRANGED, MARCH 18-MAY 10 ONLY. SPECIAL $25.00 FEE.
Undergraduate credit only.

P E 193-407, T/WINDSURFING I
02 cr. hrs. Meets M, 4-5pm, Carlisle Gym 101, PLUS ARRANGED, MARCH 18-MAY 10 ONLY. SPECIAL $25.00 FEE.
Undergraduate credit only.

P E 193-409, T/WHITE WATER RAFTING
02 cr. hrs. Meets W, 4-5:30pm, Johnson Gym 154, PLUS ARRANGED, MARCH 18-MAY 10 ONLY. SPECIAL FEE WILL BE CHARGED FOR EQUIPMENT RENTAL.
Undergraduate credit only.



POL SCI 300-400, T/CENTRAL AMERICA AND THE U.S.
03 cr. hrs. Meets T, 6:30-9:15pm, Ortega Hall 147.
Designed to help the student understand the contemporary events in Central America and the involvement of the U.S. in this area. Undergraduate or graduate credit.

POL SCI 300-401/LATIN AM ST 497-400, T/PUBLIC POLICY—HUMAN RIGHTS AND REFUGEES
03 cr. hrs. Meets TH, 6:30-9:15pm, Ortega 147.
A special interest topics course. Undergraduate or graduate credit for POL SCI 300-401; undergraduate credit only for Lat Am St 497-400.

SPAN 120-400, W/CONVERSATIONAL SPANISH
03 cr. hrs. Meets M and W, 4:30-5:45pm, Ortega 243.
Designed for students with no prior background in Spanish. May not be used to satisfy language requirements. Undergraduate credit only.

SPAN 120-401, W/CONVERSATIONAL SPANISH
03 cr. hrs. Meets T and TH, 5-6:15pm, Ortega 106.
Description as above. Undergraduate credit only.

SPAN 207-400, CONVERSATIONAL SPANISH
03 cr. hrs. Meets M and W, 4:30-5:45pm, Ortega 247.
A continuation of Spanish 120; also open to newcomers with some prior beginning level coursework. Undergraduate credit only.

SPAN 277-400, SPANISH FOR PROFESSIONALS (LEGAL)
03 cr. hrs. Meets T and TH, 6-7:15pm, Mitchell Hall 213.
Designed for legal personnel; intended to develop oral and written proficiency in Spanish to enable the student to communicate effectively with Spanish speakers in a legal setting. Undergraduate credit only.

SPAN 277-401, SPANISH FOR PROFESSIONALS (BUSINESS)
03 cr. hrs. Meets T and TH, 6-7:15pm, Mitchell Hall 215.
Designed for students currently working in or contemplating a career in business. Primary emphasis on developing professional vocabulary and commercial correspondence. Undergraduate credit only.

SPAN 278-400, SPANISH FOR PROFESSIONALS (MEDICAL)
03 cr. hrs. Meets M and W, 6:30-7:45pm, Ortega 123.
Designed for medical personnel with prev

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knowledge of Spanish to prepare them to work in a health care setting with Spanish speaking patients. Undergraduate credit only.

SP COM 221-400, INTERPERSONAL COMMUNICATION
03 cr. hrs. Meets W, 6:30-9:15pm, Geology 223.
Analysis and practice of communication variables in interpersonal relations and settings. Undergraduate credit only.

W ST 182-400, REDUCING MATH ANXIETY
02 cr. hrs. Meets M, 4:30-6:30pm, Marron Hall 116.
Explores "math aniexty" and its relationship to sex role stereotypes, and presents methods of coping with it. Offers individualized assessment of math needs and instruction in skills to reduce anxiety. Undergraduate credit only.

W ST 379-400, MEXICAN WOMEN IN THE U.S.
03 cr. hrs. Meets W, 6:30-9:15pm, Mitchell Hall 204.
Designed to study the position of the Mexican woman in American society today, including the societal structures with which she must deal. Under graduate credit only.

TELECOLLEGE 277-2931

There's a new way for you to go to college With television courses you can now earn college credits by studying at home.

TELECOLLEGE-TV CREDIT COURSES

TV credit courses are home-study courses wherein lessons are observed on TV at home, accompanied by textbook reading assignments and written assignments, thus enabling students to earn academic credit without on-campus course attendance. Mid-term and final exams are standard and may be taken either on campus or by arrangement at convenient sites in the student's hometown area utilizing a proctor.

Aid to TeleCollege students is provided by an on-campus managing instructor. Student "telephone trees" are formed to allow participants the chance to exchange ideas and arrange joint study sessions.

Mandatory student orientation offers participants the opportunity to obtain specific TeleCollege information as well as course information. Information prior to the orientation may be obtained by phoning or writing UNM Telecollege. The phone number is 277-2931 and the mailing address is ... UNM Telecollege, 805 Yale NE, Albuquerque, New Mexico 87131.

REGISTRATION INFORMATION

Telecourse Tuition Fee: $40 per credit hour for Extension Credit. Fees are due at registration. A check, money order, VISA, MasterCard or cash is accepted.

Registration and Purchase of Books Telecourse students are asked to formally register, pay tuition, and purchase books at UNM, Saturday Jan. 19, after their orientation session(s). For your convenience TeleCollege registrars will be stationed from 10:30am to 12 noon in Woodward Hall #14 just next door to the orientation auditorium. Books can be purchased that same day.

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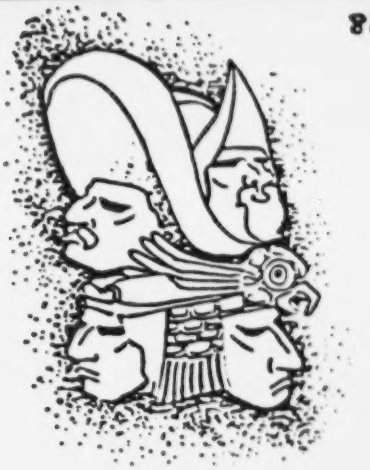
Spanish for professionals



A series of courses developed for the working professional by the UNM Latin American Institute in cooperation with the UNM Division of Continuing Education and Community Serivces and the Department of Modern and Classical Languages.

S P A N I S H F O R P R O F E S S I O N A L S (M E D I C A L)

CLASS:	SPAN 278-401
DAYS:	MONDAYS AND WEDNESDAYS
TIME:	6:30-7:45 pm
DATES:	JANUARY 16-MAY 11, 1984
LOCATION:	UNM MITCHELL HALL 206
EMPHASIS:	SPANISH FOR MEDICAL PERSONNEL
REGISTRATION:	UNM CONTINUING EDUCATION OR UNM REGISTRATION CENTER
TUITION:	$96.75 for residents and part-time students
INSTRUCTOR:	RICARDO AVILA-CARBAJAL, 277-2961 (UNM Latin American Institute)

The University of New Mexico Division of Continuing Education and Community Services, in cooperation with the UNM Latin American Institute and the Department of Modern and Classical Languages, offers a Spanish for Medical Personnel course for Spring, 1984. This class is Spanish 278-401. It carries three credit hours of undergraduate credit.

This class has been desgined for medical personnel with some prior background in Spanish to prepare them to work in a health care setting with Spanish-speaking patients. The course emphasizes oral communication skills, with reading and writing as a lesser priority. Although medical terminology will be taught in the course, it will be based on language that is understandable to patients. Subject areas include Interviewing/Patient Histories, Physical Examination, Patient Education, Traditional Health Beliefs and Practices, Emergency Care/Accidents and Prevention, Pediatrics, Ob/Gyn and Family Planning, and Nutrition.

For further course information, please call the UNM Latin American Institute, 277-2961. For further registration information, please call UNM Continuing Education, Resident Extension, 277-2931.

APPENDIX 4

Spanish for professionals

A series of courses developed for the working professional by the UNM Latin American Institute in cooperation with the UNM Division of Continuing Education and Community Serivces and the Department of Modern and Classical Languages.

S P A N I S H F O R P R O F E S S I O N A L S (M E D I C A L)

CLASS:	SPANISH 277-400	CLASS:	SPANISH 278-400
DAYS:	Tuesdays & Thursdays	DAYS:	Mondays & Wednesdays
TIME:	6:00 - 7:15 pm	TIME:	6:30 - 7:15 pm
DATES:	August 21 - December 14	DATES:	August 20 - December 14
LOCATION:	Basic Medical Science 201	LOCATION:	Ortega Hall 115

EMPHASIS: Spanish for Medical Personnel

REGISTRATION: UNM Continuing Education or UNM Registration Center (Student Services Center)

TUITION: $102.00 for residents and part-time students

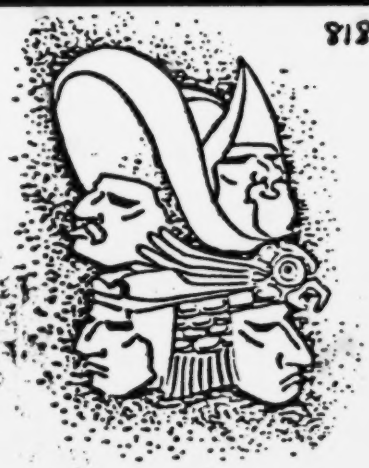
The University of New Mexico Division of Continuing Education and Community Services, in cooperation with the UNM Latin American Institute and the Department of Modern and Classical Languages, offers two Spanish for Medical Personnel courses for Fall, 1984. These classes are Spanish 277-400 and 278-400. They each carry three credit hours of undergraduate credit.

These are intermediate level courses designed to prepare medical personnel to work in a health care setting with Spanish-speaking patients. The course emphasizes oral communication skills, with reading and writing as a lesser priority. Although medical terminology will be taught in the courses, it will be based on language that is understood by the patients. Subject areas include Interviewing/ Patient Histories, Physical Examination, Patient Education, Traditional Health Beliefs and Practices, Emergency Care/Accidents and Prevention, Pediatrics, OB/GYN and Family Planning, and Nutrition.

For further course information, please call the UNM Latin American Institute, 277-2961. For further registration information, please call UNM Continuing Education, Resident Extension, 277-2931.

APPENDIX 4

Spanish for professionals



A series of courses developed for the working professional by the UNM Latin American Institute in cooperation with the UNM Division of Continuing Education and Community Serivces and the Department of Modern and Classical Languages.

S P A N I S H F O R P R O F E S S I O N A L S (L E G A L)

CLASS:	SPAN 278-400
DAYS:	TUESDAYS AND THURSDAYS
TIME:	6:00-7:15 pm
DATES:	JANUARY 16-MAY 11, 1984
LOCATION:	UNM LAW SCHOOL ROOM 2403
EMPHASIS:	SPANISH FOR LEGAL AND LAW ENFORCEMENT PERSONNEL
REGISTRATION:	UNM CONTINUING EDUCATION OR UNM REGISTRATION CENTER
TUITION:	$96.75 for residents and part-time students
INSTRUCTOR:	MARIA KELLY, 277-2961 (UNM Latin American Institute)

The University of New Mexico Division of Continuing Education and Community Services, in cooperation with the UNM Latin American Institute and the Department of Modern and Classical Languages, offers a Spanish for Legal and Law Enforcement Personnel course for Spring, 1984. This class is Spanish 278-400. It carries three credit hours of undergraduate credit.

This class has been designed specifically for law enforcement and legal personnel. It is aimed at developing oral and written proficiency in Spanish which will enable the student to communicate effectively with Spanish speakers in a legal setting. Aspects of the legal profession to be covered include translation and interpretation of legal documents, in both languages, related to immigration, criminal and civil law, the study of slang expressions, street language and various dialects of the Spanish language as they relate to the Southwest; advising, interviewing, filling out and explaining legal forms to clients, as well as an examination of cultural differences. Students will be required to actively participate by means of compositions, oral presentations and in the elaboration of fictional situations reflecting students' interests and professional specialties.

TEXT: Diccinario de Terminos legales Espanol-Ingles e Ingles-Espanol

For further course information, please call the UNM Latin American Institute, 277-2961. For further registration information, please call UNM Continuing Education, Resident Extension, 277-2931.

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APPENDIX 5

SPANISH FOR PROFESSIONALS

LATIN AMERICAN INSTITUTE

UNIVERSITY OF NEW MEXICO

LATIN AMERICAN INSTITUTE
801 YALE N.E.
THE UNIVERSITY OF NEW MEXICO
ALBUQUERQUE, NEW MEXICO 87131

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SPANISH 120-400 **WORKSHOP IN CONVERSATIONAL SPANISH 03 Credit Hours**

This is a conversational course. Emphasis is on speaking and understanding. The beginning student will be trained in communication skills (reading and writing), and the development of passive vocabulary to enable the student to understand unfamiliar material. The purpose of this course is to enable the student to communicate in Spanish in his work, in the community and in travel. Meets Mondays and Wednesdays 4:30-5:45 p.m., Albuquerque High School, 800 Odelia Road NE, Rm. 102.

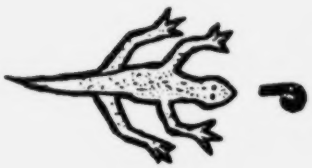
SPANISH 120-401 **WORKSHOP IN CONVERSATIONAL SPANISH 03 Credit Hours**

Description as above. Meets Tuesdays and Thursdays 5:00-6:15 p.m., Albuquerque High School, 800 Odelia Road NE, Rm. 101.

SPANISH 207-400 **WORKSHOP IN INTERMEDIATE CONVERSATIONAL SPANISH 03 Credit Hours**

This course is a continuation of Spanish 120 or for students with some prior course work in Spanish. Students will be guided to increase their vocabulary and ability to express themselves in specific situations. Extensive use of guided conversation, role playing and discussion. Meets Mondays and Wednesdays 4:30-5:45 p.m., Albuquerque High School, 800 Odelia Road NE, Rm. 101.

SPANISH 277-400 **SPANISH FOR PROFESSIONAL (LEGAL) 03 Credit Hours**



This course is aimed at developing oral and written proficiency in Spanish to enable the student to communicate effectively with Spanish speakers in a legal setting. This class will cover translation and interpretation of legal documents related to immigration, criminal and civil law, the study of slang expressions, street language, and interviews. Meets Tuesdays and Thursdays 6:00-7:15 p.m. in Ortega Hall UNM Campus.

SPANISH 277-401 **SPANISH FOR PROFESSIONALS (BUSINESS) 03 Credit Hours**

Students will develop a working vocabulary of terms from the fields of banking, economics, finance, marketing, retail transactions and other areas of student interest. Primary emphasis is on development of a professional vocabulary and practice in speaking. Meets Tuesdays and Thursdays 6:00-7:15 p.m. in Ortega Hall 121.

SPANISH 278-400 **SPANISH FOR PROFESSIONALS (MEDICAL) 03 Credit Hours**

This course is designed for medical personnel with prior background in Spanish to prepare them for working in a health care setting. The course emphasizes oral communication skills, with reading and writing as a lesser priority. The following topics will be covered: patient histories, physical examinations, patient education, traditional health beliefs and practices, emergencies, pediatrics, OB/GYN and family planning. Meets Mondays and Wednesdays 6:30-7:45 p.m. in Ortega Hall 115.

FOR FURTHER INFORMATION ON COURSE CONTENT, PLEASE CONTACT THE LATIN AMERICAN INSTITUTE AT 277-2961.
FOR REGISTRATION CONTACT THE DEPARTMENT OF CONTINUING EDUCATION AND COMMUNITY SERVICES AT 277-2931.

APPENDIX 6

THE UNIVERSITY OF NEW MEXICO
LATIN AMERICAN INSTITUTE
ALBUQUERQUE, NEW MEXICO 87131

SPANISH FOR PROFESSIONALS
LANGUAGE SURVEY

To asses the need for foreign languages in business, law, education and health care in our community, the Latin American Institute at the University of New Mexico, wouldlike you to answer the following questionnaire to help us develop courses to better suit your professional needs.

1. Would your company (organization) find it valuable for some or all of your personnel to know a foreign language?
   YES _____ NO _____

2. Which personnel would find it valuable to learn a foreign language?
   Management/Executive _____
   Professional/Technical _____
   Secretarial _____
   Other _____

3. Do you have anyone on your staff whose bilingual ability was instrumental in his/her being hired?
   YES _____ NO _____

4. Which language(s), if any, would your personnel be likely to use? Please, number in order of preference all that apply, with 1 being the highest in priority.
   Arabic _____ Chinese _____ French _____ German _____ Greek _____
   Hebrew _____ Italian _____ Japanese _____ Portuguese _____
   Russian _____ Spanish _____
   Other (specify) _____

5. What language skills would your personnel find most valuable? Circle one or more.
   business or technical emphasis _____ oral/written communication _____
   professional vocabulary _____ "survival" _____ total command_____
   written translation _____ oral interpretation _____
   Other (specify) _____

6. Please, feel free to add any additional comments or suggestions.

801 YALE N.E. TELEPHONE 505: 277-2961